
| RESEARCH ARTICLE

Vocabulary Acquisition Techniques to Learn Second Language English Speakers: A Literature Review

Zanyar Nathir Ghafar¹ ✉ and Akam Azad Mohamedamin²

¹ESP Department, National Institute of Technology, Sulaymaniyah, Kurdistan Region, Iraq

²Faculty of Arts, English department, Soran University, Soran, Kurdistan Region, Iraq

Corresponding Author: Zanyar Nathir Ghafar, **E-mail:** zanyareng92@gmail.com

| ABSTRACT

This review paper investigated past studies on techniques for acquiring vocabulary to learn second language English speakers. The research in this study was picked to look into and comprehend language acquisition, its meanings and related topics, its categories, vocabulary learning techniques (VLT), historical research on using VLTs in English second language education, and the connection between effective language learners and VLT usage. The deliberate use of VLS in both official and casual settings and an accidental acquisition of VLS have all been examined in previous studies. The results demonstrated that the application of techniques significantly increased the vocabulary of ESL learners, underscoring the value of vocabulary to language proficiency. Proficient language users used VLS to enhance their vocabulary acquisition. At the end of this study, many research gaps identified in prior studies were highlighted. It was found that little study had been done on ESL students' efficiency of VLS usage. There isn't much research on LLS training models, as well. Future research is anticipated to use this review as a starting point to examine the knowledge gaps identified and concentrate on the application of vocabulary learning strategies in ESL instruction, the relationship between these strategies and users of proficient languages, and the effectiveness of LLS learning algorithms that can be utilized to teach vocabulary learning techniques to ESL students.

| KEYWORDS

Teaching vocabulary, accidental, purposeful, contextual, Vocabulary strategies

| ARTICLE INFORMATION

ACCEPTED: 20 December 2022

PUBLISHED: 26 December 2022

DOI: 10.32996/ijmer.2022.1.1.3

1. Introduction

The interest in language learning and acquisition has increased during the past 25 years. There are numerous facets of various research fields on the subject that have looked into vocabulary learning and acquisition. Despite this, many students study English vocabulary the old-fashioned way by memorizing words by heart. Acquiring new vocabulary through teachers' direct instruction, word lists, and other methods. Additionally, most English teachers working in schools, universities, and organizations continue to use conventional teaching methods. Offering pupils a collection of English words and their local tongue equivalents, letting them repeat new terms, crafting sentences using target vocabulary, elucidating the meaning of native terminology, and repeating, making students do many vocabulary assignments. This English instruction and learning techniques. Vocabulary learning can be categorized as explicit or purposeful learning. These techniques concentrate on the verb to be taught without putting it in the framework (Schmitt, 2000).

Since vocabulary is focused on words, vocabulary may be as straightforward as the phrases that make up a language (Lessard-Clouston, 2013). The Greek term *lexis*, which translates to "word," is translated into English as "all the words in a language, the full lexicon of a language." While these definitions seem simple, the terminology is more intricate than they let on. Words come in

print, like words employed in reading and speaking, or they might take on an oral form. In reading and writing, we recognize and utilize.

Additionally, there are two types of word knowledge: receptive and productive. Words in our receptive vocabulary are those that we can recall when we hear or see them. The productive language contains the words we use while speaking or writing. Usually, receptive vocabulary exceeds productive vocabulary and might refer to a wide variety of terms that we interpret in some way, even when we don't fully understand their meanings and connotations or even employ them in our speech or writing (Kamil & Hiebert, 2001).

However, sentences composed of two or more separate words are referred to as lexical chunks. Lexical pieces are also seen in vocabulary. The words of a language are often referred to as its "vocabulary," which includes both individual lexical elements and phrases, and more significant word groupings may communicate meaning similar to how a single word may do it on its own. This shows that learning a second language requires first being acquainted with its vocabulary. Lexical understanding is part of the core skill set needed for successful communication capability (Beglar & Nation, 2013). One of the significant hurdles students will confront throughout their academic careers is learning the language. The acquisition of new vocabulary is one of the highest challenging and essential language skills to master. According to Wilkins, nothing can be spoken without grammar, and nothing can be said without vocabulary (Wilkins, 1972). Vocabulary is crucial for the ordinary language student and is at the heart of language.

A lack of meaningful interaction will arise from a lack of language knowledge (Boyd Zimmerman, 1997). There are two distinct approaches to teaching and acquiring vocabulary while studying a second or foreign language: in and out of context. Language experts disagree on which of them is better, and tension persists between them. Most linguists firmly believe that acquiring vocabulary in context is superior to learning terms in lists. For instance, Oxford and Scarcella (1994) note that despite decontextualized learning (word lists). Guessing is one of the challenges that is crucial when teaching words in context.

Furthermore, some research has looked at context-based guessing by second language learners. For instance, Bensoussan and Laufer (1984) investigated second language learners' competency levels and word guessability. A list of 70 terms was supplied to 60 first-year students for them to interpret in their mother tongue. They received the identical list a week later, along with a paragraph that had all 70 terms and was accompanied by comprehension questions. According to Bensoussan and Laufer, one's ability to infer the meaning of unknown words is unaffected by one's expertise. They also concluded that applying "preconceived assumptions" about the meanings of words had more of an impact on word guessability than utilizing context

2. Literature Review

The organization of this study is based on four primary criteria: (1) knowing Language Learning Techniques, their definitions, and taxonomies by researchers; (2) Acquiring Knowledge of Methods for Learning Vocabulary strategies, their classifications, and arrangements; (3) Previous research on VLS in acquiring ESL vocabulary; and (4) Excellent language learners in the field of VLS.

2.1 Knowing Language Learning Techniques

Knowing the many types of language learning techniques and how they connect to methods for acquiring vocabulary is essential. LLT stands for language or universal learning techniques (Nation, 2001, as cited in Asgari & Mustapha, 2012). Early investigations on LLS were conducted to identify successful or effective language learning traits (Hardan, 2013; Kölemen, 2021). It was assumed that if there were a way to distinguish between excellent and lousy language learners from the less talented students, the latter's performance might be improved (Stern, 1975; Rubin, 1975, quoted in Kölemen, 2021). Learning may be aided. This research ultimately paved the way for the LLT study. Many academics base their definition of LLS on how students handle information received and the kind of tactics used. LLS is defined by Rigney (1978) as the procedures utilized by or the actions that students do, often intentionally, to gather, store, retain, remember, and utilize the information for better understanding.

Similarly, Oxford and Crookall (1990) claim that language learning strategies are techniques like acts, behaviors, procedures, or methods used to facilitate language acquisition. On the other hand, Rubin (1987), referenced in Hardan (2013), defines LLS as learners' actions, procedures, or methods for making learning a language more accessible. Not least LLS, at the very least, is defined by Ghani (2003) as certain behaviors, activities, or methods that are Learning a new language typically done by students internalizing, storing, retrieving, or using it, which may increase the rate at which they are learning a second language. LLS also refers to purposeful and focused behaviors, actions, processes, or techniques employed by learners to increase their comprehension of, internalization of, and use of the second language, according to Oxford's definition of LLS from 1990. After that, she further provides more information than the previous classifications by dividing LLS into two primary groups: direct methods and indirect techniques. The classification of LLS developed by Oxford is the one that is emphasized more extensively in this article since it has been identified as one of the categories that is found in the literature the most often (PsaltaouJoycey & Gavriilidou, 2015). Every class has three subcategories that may be broken down into direct techniques: memory, cognition, and

many compensatory mechanisms. Indirect strategies include the use of metacognitive, emotional, and social approaches. Techniques involving memory and cognition and compensating methods are examples of direct tactics.

2.2 Acquiring Knowledge of Methods for Learning Vocabulary strategies

According to Nation (2001), which was mentioned in Asgari and Mustapha (2012) and Rabadi (2016), vocabulary learning techniques, also known as VLS, are considered to be either a portion of LLS or a subclass of LLS. These are methods that people learning a second language adopt to learn Explicitly learning new terms and expressions in that second language. As a result, the description of LLS serves as the foundation for the idea of VLS (Catalán, 2003; cited in Rabadi, 2016). According to Rabadi (2016) and Rubin (1987), and O'Malley & Chamot (1985), VLS refers to any activities, tactics, or approaches utilized by language learners to support language acquisition, storage, retrieval, and application. On the other hand, VLS is defined by Cameron (2001) as learners' attempts to comprehend and retain lexical items. Schmitt (1997), cited in Rabadi (2016), contends that as "usage" is regarded as a vocabulary exercise, anything influencing this practice qualifies as a vocabulary-learning strategy. A range of VLS categories illustrates the numerous vocabulary learning strategies proposed by various academics (Stoffer, 1995; Gu & Johnson, 1996; Schmitt, 1997; Nation, 2001).

On the other hand, 53 different tactics are divided into nine primary groups in Stoffer's (1995) taxonomy, which include techniques for using natural language, creative exercises, self-motivation, building mental connections, using the senses of sight and sound, taking any action, conquering stress, and coordinating verb Gu and Johnson (1996) developed a different taxonomy that includes eight major categories of tactics for thoughts about learning new words and metacognitive regulation, supposition, dictionary use, jotting down notes, practice, activation, and encoding. Utilizing three primary classifications, sources, and planning (2001) employs differentiation between elements of vocabulary acquisition and the learning experience. Schmitt (1997) defined discovery techniques as methods for finding new words. Two subcategories fall under this group: (a) determination techniques, which learners use to figure out a new word's meaning on their own, and (b) social tactics, which students use in their interactions with others to pick up new terms. Contrarily, consolidation strategies are ways of retaining the meaning and other features of the lexical information of a freshly learned word. In this taxonomy, they are the second important category. Within this category: (a) social tactics; (b) remembering strategies; (c) regulation of cognition; and (d) mastery strategies, which are cognitive operations involving learning that entails planning, supervising, and assessing it. Towards linking new words to past information, memory techniques are utilized.

2.3 Previous research on VLS in acquiring ESL vocabulary

In this review section, the subject search terms "Vocabulary Learning Strategies" and "Vocabulary Learning Strategies in ESL" were selected to help researchers better grasp the connection between using Learning a vulgate-based system in addition to English as a second language. To broaden the search for earlier research on VLS in ESL, other search terms, including "Incidental and Intentional Learning of Vocabulary," "Self-regulated Learning," "Vocabulary," and "Technology," were also utilized. In this part, other ideas that are utilized as search queries are also described. Even one relevant keyword-containing article is considered. There is no federal restriction.

However, only research on English language acquisition is accepted. Other than that, the publications assessed in this section of the study were those that were released between 2012 and 2021. Asgari and Mustapha (2012) investigated the VLS applied by undergraduates teaching English as a second language student in Malaysia (TESL). The study aimed to understand how Malaysian university students learned new English terms and how they used VLS in their studies. A qualitative research design was used for this investigation. Eight students participated in a one-on-one interview session where they were given open-ended questions to understand better their diverse vocabulary acquisition experiences and the methods they used to acquire new English terms. The findings indicated that determination, cognitive, social, and metacognitive techniques were those most often used by participants. For example, they exploit the monolingual use of a dictionary, infer content from the textual surroundings, and gain knowledge by reading and watching English-language media. This research demonstrated that the participants employed VLS, which is primarily straightforward and only needs little mental processing.

Mokhtar, Rawian, Yahaya, and Abdullah (2017) created a second investigation on the usage of VLS. Out of 5413 diploma students, 360 first- and second-year students were selected for this empirical investigation. The respondents were given The Vocabulary Learning Facing, similar to Gu and Johnson (1996), which was used to determine which VLS university students favored. The results revealed that the guessing and dictionary techniques were the most popular ones, while the respondents enjoyed note-taking, repetition, memorizing, and engagement more than the other five strategies. Guessing and dictionary techniques are more straightforward tactics that mimic people's everyday functioning or processing of metals at a lower level. On the other hand, the questionnaire that Gu and Johnson (1996) developed has eight components, such as one on views regarding vocabulary development. In Mokhtar et al. (2017)'s adaptation of the questionnaire, no justification was provided for why this section was left out.

Students' opinions regarding three vocabulary acquisition strategies, language learning strategies such as looking things up in context, using dictionaries, and studying with computers, were examined by Ali, Mukundan, Baki, and Ayud (2012). (CALL). One hundred twenty-three undergraduate students were asked to participate in this research by responding to a survey. The questionnaire aimed to ascertain the variables influencing the participants' opinions about adopting the three strategies mentioned above for vocabulary acquisition. The findings suggested that the students had a more optimistic perspective toward learning vocabulary using Chat. Then the other two techniques may have been because the tools were appropriate for their learning style. Contrary to the conventional approach to acquiring vocabulary, calling allows students to participate in interactive vocabulary acquisition via various hypermedia-based programs (Kukulska-Hulme, 1998). To improve students' vocabulary growth, the researchers advised instructors to include all three approaches in their lesson plans.

In this paper, Nisbet and Austin (2013) discuss how communication devices might help students of English as a second language acquire vocabulary more effectively. It is recommended that adult ESL learners utilize technology to expand their vocabularies, such as apps on smartphones or tablets, and previous research on the advantages of technology usage in ESL vocabulary growth is noted. Additionally, beneficial vocabulary applications that may be used for vocabulary teaching and learning are shown and explored. These programs should teach users how to use language realistically and teach them word-learning techniques, including employing context clues and word-part analysis. This is in line with research by Ali et al. (2012), which found that CALL-type technology generated sound effects on students' word choice and understanding.

In this research, six seasoned World of Warcraft ESL players were chosen, and information was gathered via observation, prompted emails, semi-structured interviews, existing texts, and existing texts. According to the findings, the participants employed 15 VLS, including picking which words to focus on, using those words to learn new ones, and asking for explanations and comments. Many newly found techniques may be included in taxonomies that have already been developed by other scholars (Schmitt, 1997). This proves that VLS may be used in a setting requiring vocabulary learning and opportunities for ESL learners to do it independently. The compilation of all 15 VLS also gave future academics a basis for their subsequent research on VLS taxonomies.

2.4 Excellent language learners in the field of VLS.

How do individuals learn new words? Intentionally or accidentally? Intentional learning (the purposeful and conscious acquisition of words) and incidental learning are prevalent methods for teaching and acquiring vocabulary. It must be explored here (deliberate and involuntary word learning). The two mentioned above are still under investigation and are thought to be very contentious vocabulary-learning methodologies. Using dictionaries (Gu & Johnson, 1996), natural resources (Stoffer, 1995), and social interactions are all examples of accidental and purposeful vocabulary acquisition strategies that integrate the VLS outlined in the preceding subsection (Schmitt, 1997). A style of learning called "intentional vocabulary learning" involves the student being well-informed and conscious of what they are trying to get a hold of (Karami & Bowles, 2019). Utilizing flashcards, vocabulary diaries, word lists, and other memorization methods are all examples of focused vocabulary learning strategies (Elgort & Nation, 2010; Hung, 2015). On the other hand, inadvertent vocabulary acquisition focuses on taking up terms accidentally via appropriate contexts, such as through social interactions. This contrasts with the traditional method of learning vocabulary through reading (Karami & Bowles, 2019).

The difference between purposeful and unintentional vocabulary acquisition was investigated in research by Ahmad (2012). He sought to determine the effects of deliberate and accidental vocabulary acquisition on Saudi ESL learners' capacity to understand, remember, and use new terms in various contexts. Twenty undergraduate students took two assessments. The Standard Confirmation Test (SCT) was administered. The second assessment aimed to find any discrepancies between the performance levels of learners who had learned vocabulary on purpose and incidentally. The results demonstrated that the respondents were primary English users with just a little previous language ability, and they outperformed purposeful learning by a large margin.

The results of another investigation by Meganathan, Yap, Paramasivam, and Jalaluddin, however (2019) suggest that the most effective method for acquiring vocabulary is a combination of accidental and planned exposure to it. In this study, 99 first-grade students participated in an investigation on the influence on early English language learners of both unintentional vocabulary acquisition and intentional vocabulary learning. The participants were placed into one reference category and two treatment classes. The first experimental group, which was given the designation ER, was given treatment with extensive reading of storybooks. On the other hand, the second experimental group, which was given the designation ER+, was treated by extensive reading of storybooks in addition to vocabulary-enhancement activities (both incidental and intentional learning) (incidental learning). Those assigned to the control group did nothing more than the typical classroom activities. The Vocabulary Levels Test (VLT) was administered to each participant to determine the degree of differentiation between the three groups. The data showed a considerable improvement in the post-test and postponed post-test scores for both the ER and ER+ groups. The ER+ group obtained more extraordinary means in both tests, demonstrating that intentional and unintentional learning is more efficient. There was no growth seen for the group that served as the control.

It is abundantly clear that VLS plays an essential role in vocabulary acquisition. Furthermore, it is common knowledge that having adequate vocabulary may positively affect other language abilities, such as reading, writing, listening, and speaking in a target language. In addition, proper use of procedures makes it possible for one's vocabulary to be expanded in either a planned or unplanned manner, depending on the circumstances. It said that it is necessary to discuss the characteristics of an efficient language learner. Many academic studies have demonstrated a connection between employing different language acquisition strategies and being a competent language learner (LLS). As was previously mentioned, Hardan (2013) and Koleman (2021) found that researchers were captivated by the research on LLS when they were trying to identify the characteristics of effective language learners. This was when they became interested in exploring LLS. Because VLS is a subtype of LLS, the results of this research might also be utilized to illustrate the relationship between successful language learners and VLS. In addition to research investigating how proficient language learners acquire other language abilities, some researchers concentrate on LLS that investigate the methods that proficient language learners use to acquire vocabulary (Yaprak, Hayta, and Yaprak, 2013). In addition, several research studies study the approaches exceptional language learners use in vocabulary acquisition (Yaprak, Hayta, and Yaprak, 2013).

Rubin & Thompson, (1994); referenced in Mahalingam & Yunus, (2017) Good language learners are thought to have a few qualities. First, they look for chances to use the language independently and participate in the learning process. This demonstrates that effective language learners are autonomous learners because they use independent activities like strategies to enhance their learning rather than merely relying on others to help them learn a language.

Second, they do not hesitate to take chances and see mistakes as opportunities to learn from them. They then demonstrate creativity by playing with language and grammar. Additionally, effective language learners demonstrate the capacity to use their linguistic expertise, including their native language, often known as their mother language, while learning a second language.

Mahalingam and Yunus (2017) looked at the usage of LLS by proficient language students while studying ESL. Thirty first-graders with solid language skills completed a questionnaire. The results demonstrated that each student employs a range of successful language learner, and each student's taste for approaches vary. Utilizing LLS to achieve this. However, it seems that successful language learners share a few techniques. The respondents said they ask individuals to repeat strange noises and phrases to enhance their listening abilities. This is related to the social plan proposed by Oxford in 1990. Additionally, Schmitt's (1997) taxonomy of VLS includes social strategy.

Additionally, they included using a glossary as one of their top writing improvement techniques. The Oxford memory strategy is in line with the recollection method developed by Oxford (1990) and the categorization of VLS developed by Gu and Johnson (1996), both identities utilizing a dictionary as a vocabulary acquisition technique. Excellent language learners, including those who employ one of the various methods proposed by Oxford (1990) for stress reduction, prefer to use rhymes to memorize new words, according to a study by Mahalingam and Yunus (2016). An effective language learner includes enjoyable and creative aspects to make the learning process less stressful. Like this, managing worry is one of the techniques mentioned in Stoffer's (1995) taxonomy of VLS.

The researchers Nazri, Yunus, and Nazri (2016) investigated the LLS that was applied by ten prosperous university ESL students utilizing Oxford's (1990) Approach Evaluation for Reading Comprehension, which is similar to this study (SILL). According to the results, respondents made the highest use of the metacognitive strategy, whereas compensatory, cognitive, social, memory, and emotional strategies were utilized the least often (which corresponds with the study by Tigarajan et al., 2016). The findings also demonstrated that the exceptional language students in question used and favored more direct methods over indirect ones, giving preference to adopting tactics. That immediately influences the target language over those that need more in-depth cognitive processing. Alasmari (2019), on the other hand, examined how skilled language learners used VLS.

According to the research results, the student used many techniques, notably those belonging to the cognitive and metacognitive categories. Even while these two kinds of strategies are vital, they are not the only ones available for learning vocabulary. Other strategies may be used to acquire language, which can be trained less independent students to help them learn. The research conducted by Tifarlolu and Bozgeyik (2012) came up with entirely different findings. This study examined second-language learners' VLS and its relationship to vocabulary competence. Two hundred fifty-two students of varying proficiency levels took the VLSS and VLT (VLT). Conclusions: Present: Students utilized a range of VLS; overall correlation findings revealed positive and substantial connections between VLS categories and VLT scores, particularly recall schemes. Evaluations of association for each variable's competence group revealed that language and language competency affects VLS effectiveness.

As a consequence, individuals' language skills and the corresponding VLS vary. According to regression analysis, none of the strategies could predict participants' VLT scores. ESL students may enhance their language abilities in several ways. They don't always utilize the same strategies, apply them in the same way, or have the same objectives (Tigarajan et al., 2016). Numerous pieces of research have been done to investigate the link between LLS and competent vocabulary learning of a second language.

However, only a relatively small number of research have concentrated on using VLS among those who are already fluent in the target language.

3. Suggestions

Learning new vocabulary takes substantial time and effort, making it an essential part of teaching English. It is feasible to research teaching vocabulary in a wide variety of disciplines, and it may be beneficial for researchers to concentrate on developing methods for teaching vocabulary. Additional aspects could be profound when researching methods for teaching vocabulary to young students, such as how to get the most out of a combination of methods and how to adapt that combination to a classroom setting in which students' levels vary. These are just two potential topics that could be investigated in greater depth. These are two prospective subjects that might be researched further and analyzed in more detail.

An example of this may be as follows: One of the choices would be to go even further into the investigation that is presently being carried out, concentrating on the shortcomings of the methodology being used and making use of the findings that the researcher has drawn. It would be one of the alternatives. Second, to provide more trustworthy findings, more research might be carried out on the same topic but on a more extensive scale and over a more extended period. This would make it feasible for academics to investigate the most effective ways of teaching vocabulary to young students learning English as a second language.

4. Discussion and conclusion

This research review found that VLS impairs second-language acquisition. VLS helps pupils learn ESL, according to research. Many researchers are interested in VLS. LLS has been investigated more than VLS. Few studies explored VLS among ESL students, focusing on its use and effectiveness among EFL learners, especially postsecondary and mature learners (Meganathan et al., 2019). VLS is typically associated with autonomous learning. Learners who manage their behavior "convert their mental powers into academic accomplishments" (Zimmerman, 2002, p. 65). Learners who self-regulate their behavior adopt productive techniques to accomplish their objectives (Zimmerman, 2008; Choi, Zhang, Lin & Zhang, 2018). For ESL, only a few research have employed VLS in conjunction with a self-regulated paradigm. The idea is analyzed in more depth within the framework of a foreign language. Students of English as a Foreign Language who come from countries where English is not the native language are expected to study more independently (Choi et al., 2018).

Despite years of study (Mahalingam & Yunus, 2017), students who struggle to become effective language learners may favor using such methods to speed up their English learning. Therefore, future studies must examine the efficacy of VLS usage among excellent ESL learners since this might aid ESL instructors and students in determining whether using strategies in language acquisition is advantageous.

The usage of VLS, according to research, differentiates language learners with and without expertise. The idea of strategies is frequently connected to effective language learners. These people manage their learning using suitable techniques (Rubin, 1975; Yaprak et al., 2013; Hardan, 2013; Mahalingam & Yunus, 2017; Nazri et al., 2016; Köleman, 2021). Rubin (1975) found that successful students' learning approaches may benefit less successful pupils. Therefore, language teachers must identify effective language learners' approaches and teach them to students who need more instruction and practice. Academics and educators frequently utilize Schmitt's (1997) studied VLS taxonomy. Studies that explored vocabulary acquisition in informal environments, mainly via online games like MMORPGs, indicated the usage of 15 VLS, including picking target words, utilizing words to recall vocabulary, obtaining explanations and feedback, finding knowledge gaps, and using search results (Bytheway, 2011). Other researchers may organize the found techniques into taxonomies (Gu & Johnson, 1996; Schmitt, 1997). This taxonomy of VLS gives a new paradigm for future research on VLS classifications and learning by one's initiative in unstructured digital environments. The strategies are amenable to altering to meet the requirements of today's students, most of whom have effectively used technology and computers in their daily lives (Ali et al., 2012). (Ali et al., 2012). They may also assist educators in discovering contemporary tactics that teachers can teach their students, which those students can then use and adapt to speed up the process of learning a second language. In addition, language learners often use various strategies depending on the kind of linguistic product they want to produce. Asgari and Mustapha (2012) state that most of the tactics used by ESL language learners are conventional processes in learning ESL; hence, there are certain commonalities in how these students use VLS.

However, some research (Asgari & Mustapha, 2012; Mahalingan & Yunus, 2016; Mokthar et al., 2017) reveals that students often select less demanding techniques, such as guessing and cognitive strategies. Given that the emphasis is on self-regulated learning, a great new language that enables students to participate in higher-order cognitive processes, students should be motivated to adopt indirect methods like metacognitive strategies (Nazri et al., 2016). It is intended that this study will help educators understand how language strategies function and how effective they are, enabling them to appreciate the value of teaching these methods to their language students, particularly those who are seen as struggling. Language instructors should introduce different tactics to their pupils, but to do so, they must first arm themselves with that information and learn how to impart that knowledge to their students. A variety of LLS training approaches may aid instructors in instructing their pupils on how to use the techniques in

different language tasks and to new circumstances in language classrooms and fields that demand language abilities (Liu, 2010). However, this sector has also received less attention from scholars, so additional study is needed to advance and simplify it. Because of this, this may make an excellent topic for study in the future. Examine the training models' applicability and efficacy. These students might go up the success ladder of language acquisition considerably more quickly and effectively with the right direction, practice, and, most notably, the instructors' thorough grasp of those tactics.

Additionally, as was already said, there doesn't appear to be much research on VLS, particularly regarding ESL learning and the application of methods by school kids. More future research in these areas is thus needed to validate and reaffirm the effectiveness of VLS in ESL learning. Ultimately, this will add to the current knowledge regarding VLS and be useful for ESL teachers and students at all levels and institutions.

Funding: This research received no external funding

Conflicts of Interest: The authors declare no conflict of interest.

ORCID iD (if any): <https://orcid.org/0000-0003-1297-3400>.

Publisher's Note: All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers.

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